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ABSTRACT

The problem studied was to determine student's need for more school job-placement services, job information services, follow-up services, and career occupational information in 10 cooperating high schools in a three-county program designed to prepare high school seniors and early school leavers to make a positive transition from high school to suitable employment or post-secondary training. The portion of the study reported on in the document proposed to analyze, interpret, and draw conclusions from the responses to a survey questionnaire distributed to counselors in the 10 high schools. The High School Counselors' Survey Questionnaire is a 68-item instrument developed to provide information on the extent to which counselors are providing job development, placement, follow-up activities, and counseling services for those preparing to enter the world of work. Data collected by the survey are presented in four tables, each followed by an analysis. A final page presents seven recommendations for counselors, to help interested students prepare for the world of work. (AJ)

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RESULTS OF THE HIGH SCHOOL COUNSELOR SURVEY QUESTIONNAIRE

CAREER EDUCATION PROJECT

in implementing a

JOB DEVELOPMENT, PLACEMENT AND FOLLOW-UP PROGRAM

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PREFACE

The ultimate test of the quality of a school counseling program is placement of its college and non-college bound students in either post-secondary programs of their choice or in occupations related to their interests and abilities. Schools accepting this responsibility for initial placement activities are more successful than comparable schools which have not accepted this obligation.

Placement and follow up of students is a major one influencing the planning of career education models being developed under sponsorship of the U.S. Office of Education. The placement of students in productive occupations and following them up to obtain feedback from employers and graduates are viable alternatives to current practices. Area schools have been relatively successful is placing and following up students continuing in higher education. Such a responsibility must also be accepted for students planning to enter the world of work.

While there has always been some type of placement activity taking place in the schools in the past, for the most part, they have been directed toward the college bound student. Academically oriented teachers and counselors have coordinated services for youth within their area of interest. Today, a more comprehensive school based placement service is needed. Such a service would not curtail what is currently being done but would provide services for the total student body and would involve the teacher, counselor and vocational staff.

Various segments of school placement activities need to be coordinated within a systematic structure of preparation, placement, and follow-up.

Any evaluation of a meaningfull career education program will be reflected by its placement component. Accountability is not reflected in the numbers who matriculate via programs in school, but rather how many of these young people can function in society.

No other major industry in our nation today can afford to turn out a product year after year and not determine its success on the open market. Other major industries control the marketing of their products and modify their production accordingly. In education, we could and should evaluate our product and modify the curriculum accordingly. Placement and follow-up services can provide feedback which can be used to evaluate our services.*

*Placement: Accountability, Communication, Coordination by Raymond A. Wasil, Akron Summit County Schools, Akron, Ohio.

INTRODUCTION

As the 1970's advance, there are two facts confronting counselors, particularly in the area of career planning for high school students. These two facts include:

1. The Bureau of Labor Statistics state that only 2 out of 10 jobs available during this decade will require a college education.

2. College-bound students in area high schools will probably represent a minority population in comparison to the employment-bound. If 2 out of 10 jobs requiring a college degree becomes a reality, what will happen to all those who go to college? Many will be unemployed or at best underemployed.

In previous years, counselors have focused their attention on college-bound students, while neglecting the high school youth who do not plan to attend college, although not all of those who plan to go to college actually do.

The four year college education will always be significant to some, and these students should not be neglected. In changing manpower requirements of the nation, counselors should begin to re-evaluate their guidance practices when working with all students. Counselors must place a greater priority on providing realistic career alternatives for the non-college bound.

Counselors from the ten high schools* participating in the Career Education Project were given a 68 item survey questionnaire covering four broad categories. These categories include:

1. School Job Placement Services

2. Job Information Service

3. Follow-up Services

4. Career Potpourri of Occupational Information

*Survey questionnaire from Lincoln High School unavailable.

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FINDINGS FROM ANALYSIS AND INTERPRETATION OF QUESTIONS
RESPONSES TO THE COUNTY SUPERINTENDENTS FOR THE CAREER EDUCATION
JOB PLACEMENT PROGRAM

Need for High School Counselors Survey Questionnaire

The purpose of this study is to analyze, interpret and draw conclusions from the responses to a survey questionnaire of nine high schools with counselors/administrators from the two high schools participating in the Career Education Project.

All high school counselors in the two participating schools were included in the survey. Questionnaires were distributed to counselors in September 1975.

The data gathered from questionnaire completed by each counselor will be used as follows:

1. To obtain information useful in establishing a baseline for implementation of job development and job placement activities within area schools.

2. To obtain information as to the extent counselors/administrators in area schools are implementing job development, placement and follow-up activities for all their students.

3. To provide information for use by counselors, administrators project staff and others in program modification and changes.

4. To survey the extent and need for school placement services for area high school students.

5. To provide data for the career education program's development, implementation, and evaluation.

Statement of the Problem

The Job Development, Job Placement and Follow-up Program is an exemplary project in vocational education that includes two cooperating high schools located in a three-county area. The program is designed to prepare high school seniors and early school leavers to make a positive transition from high school to suitable employment or post-secondary training.

The problem of this study is to determine the students' need for more school job placement services, job information services, follow-up services, and career occupational information.

The data was gathered by use of the High School Counselor Survey Questionnaire.

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10. [illegible]	[illegible]	[illegible]
11. [illegible]	[illegible]	[illegible]
12. [illegible]	[illegible]	[illegible]
13. [illegible]	[illegible]	[illegible]

Public Transport Service	Number of respondents	Percent of respondents
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
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Table 2 (cont.)

Job Information Service	Number of Counselors N=9	Percent of Counselors N=9
13. Information provided to all students cautioning them about non-accrediated correspondence and private schools	7	77.7
14. Examples or publications provided for students' use on:		
Writing letters to employers	4	44.4
Blank job application forms (especially local businesses and industry job application forms)	3	33.3
Preparing for a job interview	3	33.3
Problems encountered in on-the-job situation)	2	22.2
Good work habits and good employer-employee relations	3	33.3
Self-improvement such as dress, manners, health habits, and the value of desirable personality traits	4	44.4
Importance of good working relationship with fellow employees	3	33.3
Information on job safety	2	22.2

ANALYSIS OF DATA FROM THE HIGH SCHOOL COUNSELORS
SURVEY QUESTIONNAIRE PERTAINING TO JOB INFORMATION SERVICE

Within the school, the instructional function involves primarily the directing of pupil's attention on subject matter outside himself. The guidance function, on the other hand, focuses the student's attention upon himself as a self actualizing being and tries to foster the student's attainment of maximum self-development. Included in such a general goal for guidance is making accessible to students information for self-evaluation with reference to educational and vocational opportunities. Decisions students make in the process of their career development are based largely on available information provided to them about career opportunities in the world of work.

Analysis of the data reveal that a significant majority of the counselors surveyed provide students with occupational and educational information. Seven counselors or 77.7 percent indicate that they provide their students with information on post-secondary training program available in Missouri as well as information to their students cautioning them about non-accrediated correspondence and private schools.

Six counselors (66.6%) offer their students a variety of current occupational materials and books related to many fields of occupational interest.

Responses indicate that 66.6 percent of the counselors in the ten cooperating schools maintain they keep a list of private and correspondence schools supplied by the State Department of Education.

In the item asking counselors if they had a copy of the current 1972-73 edition of the Occupational Outlook Handbook, four counselors or 44.4 percent of the counselors in the ten cooperating school districts indicated a positive response while 33.3 percent of the counselors maintain that they have both volumes of the Dictionary of Occupational Titles.

In response to having information on State and Federal child-labor laws, 33.3 percent of the counselors state that they have obtained copies of the laws.

Only two counselors or 22.2 percent of those included in the survey have information on local employment conditions and job opportunities while 22.2 percent have information on apprenticeship programs, requirements and referral procedures.

Information on employment opportunities and services offered by community and state resources (Department of Conservation, Agriculture, Labor and Industrial Relations, etc.) is being provided area students by one high school counselor in one of the ten cooperating high schools.

Responses in Table 2 indicate that area counselors are providing their students with the following activities or publications:

--44.4 percent of the counselors indicate they assist students in writing letters to employers.

--33.3 percent maintain they provide students with blank job application forms from local businesses and industries.

--33.3 percent state they assist students in role playing for a job interview.

--22.2 percent assist students by providing information on problems they may encounter in on-the-job situations.

--33.3 percent prepare students by providing them with information on developing good work habits and good employer-employee relations.

--44.4 percent indicate they have individual or group counseling sessions in which they discuss with their students the self-improvement traits such as personal appearance, health habits and the value of desirable personality traits.

--33.3 percent maintain they instruct students on the importance of good working relationship with fellow employees.

--22.2 percent indicate they provide students with examples or publications on the importance of job safety.

When counselors were asked what they consider to be their most urgent needs in providing placement services to their students during the 1973-74 school year, responses include the following:

"A listing of job openings in surrounding area."
"Job listings."
"Time to make the initial contact with potential employers to inform them of the job placement program."
"A course on job development and placement."
"Setting up a structured program within the school curriculum in which students will be informed of the job placement program."

Pretest Percentages of Responses For High School Counselors on the Follow-Up Service Survey Questionnaire

Table 3

Follow-Up Service	Number of Counselors N=9	Percent of Counselors N=9
Are regular and periodic follow-up studies conducted:		
1. For all graduates to determine their progress and adjustment on the job?		
Yes	1	11.1
No	8	88.8
2. For all dropouts to determine their progress and adjustment?		
Yes	3	33.3
No	6	66.6
3. From a selected group of employers to obtain their ratings of employed graduates?		
Yes	1	11.1
No	8	88.9
4. To determine adjustment problems some students may have during the transition from school to work?		
Yes	0	0
No	9	99.9
5. To determine students' re-location patterns in types of jobs, area of re-location, and difficulties they may have encountered in re-location for reasons of employment?		
Yes	0	0
No	9	99.9
6. To determine possible changes that former students and employers feel should be made in the school's vocational-technical program?		
Yes	2	22.2
No	7	77.7
7. To use with administrators and faculty members for discussion and possible implications for changes in the school program?		
Yes	5	55.5
No	4	44.4

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Table 3 (cont.)

Follow-Up Service	Number of Counselors Resp	Percent of Counselors Resp
8. To use with PTA's and other civic organizations concerning employed graduates?		
Yes	2	22.2
No	7	77.7
9. On all graduates three months after graduation?		
Yes	2	22.2
No	7	77.7
10. On all graduates one year or within 18 months after graduation?		
Yes	2	22.2
No	7	77.7
11. On all graduates three years after graduation?		
Yes	0	0
No	9	99.9
12. On all early school leavers?		
Yes	3	33.3
No	6	66.6

ANALYSIS OF DATA FROM THE HIGH SCHOOL COUNSELOR SURVEY QUESTIONNAIRE REGARDING ITS FOLLOW-UP SERVICE

Success of a school district is determined by what happens to their graduates after they leave the school system. The accountability of a school system should be the graduate's ability to be successful in changing situations involving the world of work and other areas. The school system would be in a better position to react to responses from graduates involving curriculum and school services.

Counselors response to the items in the Follow-up Service Survey in Table 3 indicate that 22.2 percent are conducting follow-up surveys on all their graduates three months after graduation and also after one year or within 18 months after graduation. 33.3 percent of the counselors in the nine school districts maintain they conduct follow-up surveys on all their drop-outs.

Nine of the counselors indicate that they provide follow-up services to their students three years after they have been graduated. It appears that there are no follow-up activities provided by any of the area school districts to determine adjustment problems some students may have during the transition from school to work or to determine students' relocation patterns in types of jobs, area of relocation and difficulties students may have encountered in relocation for reasons of employment.

One counselor or 11.1 percent of those surveyed indicate that a regular follow-up is conducted for all graduates to determine their progress and adjustment on the job.

On the question, "Are regular and periodic follow-up studies conducted from a selected group of employers to obtain their ratings of employed graduates?", one counselor from the nine high school districts indicates that selected employers are surveyed.

A significant number of counselors (55.5%) use results from follow-up studies for discussion with faculty members and administrators and for possible implications for making changes in the school program.

In response to Question 8, "Are results from follow-up studies used with PTA's and other civic organizations concerning employed graduates?", 22.2 percent state that follow-up results on their students are used with these organizations.

Follow-up studies are used by 22.2 percent of the counselors to determine possible changes that former students and employers feel should be made in the school's vocational-technical program.

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Percent Percentages of Responses for High School Counselors on the Career Programs of Occupational Information Survey Questionnaire

Table 4

Career Programs of Occupational Information Survey	No. Yes of Responses Req	Percent of Responses Req
Please indicate which a check mark the following which are now being utilized by your school in job placement service.		
1. A bulletin board displaying items of current occupational interest	6	37.5
2. Information on occupations in the school library	7	77.7
3. A bibliography indicating where books and magazines concerning occupations are available	3	33.3
4. Files on occupations borrowed from industry or through some educational film library	3	33.3
5. Filmstrips or slides, locally or commercially made, of the different occupations in your community	2	66.6
6. Regular field trips to business and industry either by an individual or in groups	2	66.6
7. Employers speaking to students with adequate opportunity for questions or group discussions	2	22.2
8. Union leaders or workers speaking to students about apprentice programs	2	22.2
9. Former students or post-secondary school graduates speaking to students	3	33.3
10. A list of kinds of entry-level jobs posted on the bulletin board of local businesses and industries which hire high school graduates	3	33.3
11. Blank applications from several local businesses and industries on display	1	11.1
12. A variety of information on post-secondary training opportunities periodically displayed for students in your school	6	66.6

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A significant number of respondents (77.8%) state that their students benefit access to information on occupations in their school libraries.

Responses from question 1 in Table 4 indicate that 85.2 percent of these respondents provide students with a variety of information sources (print and non-print).

As to the question, "Are students provided with a variety of information on a post-secondary training institution particularly displayed for students in your school", 85.2 percent of the respondents surveyed indicate that provide this service for their students.

Of the respondents surveyed, 85.2 percent maintain that they assist their students in making career decisions and in preparing them for their world of work by providing the students with the following experiences:

1. a bibliography indicating where books and magazines containing occupations are available
2. files on occupations received from industry or through some educational film library
3. former students or post-secondary school graduates speaking to students
4. a list of kinds of occupations (the school is located) that a local businessmen and industries would like high school graduates

To questions 5, 6, 7, and 8 in Table 5, 85.2 percent of the respondents indicate the following activities being utilized to furnish advice in job placement services. These activities include:

1. filmstrips or slides, locally or commercially made, of the different occupations in your community
2. regular field trips to business and industrial offices by an individual or in groups
3. employers speaking to students and discuss opportunity
4. union leaders or workers speaking to students about apprentice programs

Nearly one respondent (11.1%) indicate the use of local applications from companies, local businesses and industries in order to provide students advice important in completing job applications.

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